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TADEP



INSIDE:
*Timely Lessons
from the Field
for the Field*

TRAINING

A PROVEN ROADMAP TO READINESS AND VICTORY



THE DL STAR

DISTRIBUTED LEARNING
SUPPORTING TRAINING AWARENESS AND READINESS

SPRING/SUMMER 2018 EDITION 28



US ARMY PHOTOS

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SPRING/SUMMER 2018 EDITION 28

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HAS TRAINING BECOME ALL ABOUT INFORMATION?



COVER PHOTO: U.S. Army Reserve Soldiers participate in a 10 -mile ruck march during the 200th Military Police Command's Best Warrior Competition at Fort Hunter Liggett, CA, April 17, 2018. Soldiers were tested and competed in the Army Physical Fitness Test, land navigation, obstacle course, ruck marching, weapon qualification, Army Warrior Tasks, reflexive fire, written exams and the Army appearance board. The winning NCO and top junior enlisted Soldier moved on to compete in the U.S. Army Reserve Command competition this past June.

U.S. ARMY PHOTO BY MASTER SGT. MICHEL SAURET

In Perspective



“We work diligently behind the scenes advocating and promoting the use and role of DL as an enabler of readiness and rigor in tailoring our training and education to meet the mission.”

— Helen A. Remily,
Director, Distributed Learning
Army University

Amid Summer’s Vacation Daydreams, The Reality Is: DL’s Work Never Stops

I trust everyone is enjoying a successful year so far as we bask in the warmth of summer. Before you know it, we’ll be nearing the end of both the fiscal and calendar years, and wrapping up in the warmth of sweaters and gloves. As we forge ahead in the rapid pace of the DL world, DDL continually strives to envision and cultivate the development and implementation of distributed learning products as a meaningful and productive enterprise—resulting in Soldier readiness, resilience, and excellence.

From the field, we hear just how demanding and challenging it is to sustain our DL program and output. We are working to help professionalize our craft, ensuring respect at the “table” and relevance in the field. By collaborating in a number of working and advisory groups, committees, conferences and in-process reviews, we are constantly honing our skills, capabilities, and processes to provide the latest and most effective tools and strategies that will make us more proficient, productive, and adept in providing knowledge and information to the force at the point of need.

One of the conferences, I recently attended was the Distance Education Coordinating Committee (DLCC), which is the primary advisory body to the Military Education Coordinating Council. It reports directly to the Chairman, Joint Chiefs of Staff on DL Professional Military Education (PME)/Joint PME issues. Secondly, we attended the Questionmark Conference, which addressed the known DL gaps on how to control the process of developing, storing, managing and administering learner exams, evaluations, and surveys, as well as enhancing online assessment security. In our March DL Program Management Review, we discussed and made recommendations on DL key issues that focused on improving the quality of DL training and education for Soldiers and civilians.

Another noteworthy and key accomplishment is the awarding of the Army’s Virtual Learning Environment (AVLE) contract. This new contract provides high-tech digital learning solutions—analysis, serious gaming, 3D modeling and simulations, and augmented and virtual reality.

DDL also supported proponents in developing interactive digital publications/Living Doctrine products, a CG CAC initiative to improve a Soldier’s ability to learn, achieved through engaging presentations of text and images that are enhanced by embedded interactive multimedia. And finally, we have successfully deployed over 300 mobile applications with 18 Android applications fielded onto the Defense Information Security Agency application storefront thus far this year.

The various lessons in this edition are cutting edge and innovative and support our community of practice objective. We trust they will benefit your professional development needs and perhaps spark your desire to take innovation to the next level. We welcome your assistance in providing us with what is going on in your proponent school and learning community (such as the highlighted academic partnerships), in order for us to help message your efforts and initiatives—and we all benefit from your experiences at the points of need! **HR**

AN ACADEMIC PARTNERSHIP

THE UNIVERSITY OF SOUTHERN CALIFORNIA INSTITUTE FOR CREATIVE TECHNOLOGIES (USC-ICT) HAS PARTNERED WITH THE MANEUVER CENTER OF EXCELLENCE DIRECTORATE OF TRAINING & DOCTRINE TO START A NEW RESEARCH PROJECT THAT WILL EXPLORE WHETHER SELECT ARMY SKILLSETS CAN BE LEARNED VIA INTERACTIVE EXPERIENCES THAT ARE ENTIRELY AUDIO IN THEIR INTERACTION.

VIA NT

VOICE-CONTROLLED INTERACTIVE AUDIO NARRATIVES FOR TRAINING

How can this happen one may ask...by using audio clips to present Soldiers with fictional scenarios and allowing Soldiers to make decisions and take actions in these scenarios using their voice input supported by speech recognition technology.

The Voice-controlled Interactive Audio Narratives for Training (VIA NT) project aims to develop and evaluate several training scenarios in 2018 and 2019. By using only speech and sound for the interaction, VIA NT may be well suited to mobile, point-of-need training conducted outside of classrooms during field exercises or other environments.

Through the use of Google Speech API built within the Chrome Browser, VIA NT enables the training of a wide variety of cognitive skills. Of

course, there are many Army skills that are inherently visual and physical. VIA NT is not going to be helpful in teaching someone how to read a map or kick in a door. Still, VIA NT may be useful in developing tactical skills that require quick thinking, adaptability, and improvisation for both officers and enlisted Soldiers. Potential skills may include deciding how to best use direct fire in urban environments, execute successful patrols and site security in complex circumstances, and decisions about the treatment and evacuation of casualties, among many others.

If proven true, this audio-based approach will afford new opportunities for the Army where small teams of non-technical staff will be able to rapidly develop effective training applications without needing participation of computer science researchers or software engineers.

VIA NT continued on page 5



**In the real world you
are training with VIANT**



**In the training scenario you are
in a small-group discussion...**



**... about what you would do
in hypothetical situations**

This will allow training developers from any unit within the Army to input their own scenarios that they have developed and can quickly be launched to the force for training.

Looking for training that is quickly accessible to Soldiers and cheaper to develop, 199th Infantry Brigade will be the first to test VIANT in their courses.

The scenarios will be no longer than 20 -30 minutes and will train tasks that work well with VIANT. The initial plan involves training Vehicle Crew Fire Commands in Armor BOLC; Call for close air support

(aircraft) and Call for indirect fire (artillery) in Infantry BOLC; Communicate by Tactical Radio, Send a SALUTE report, and 9-line MEDEVAC in the Officer Candidate School.

The only equipment required to experience VIANT is a computer or mobile device, built-in or external microphone and headphones (recommended) or computer speakers.

The MCoE looks forward to sharing the results of this project and how well the Soldiers performed after training with VIANT in spring 2019. ■

ArmyU Press Documentary Series: *Battle of Stalingrad*

The Army University Press (AUP) Documentary Program uses military history to explain the contemporary challenges faced by the US Army. The first documentary series focuses on the Battle of Stalingrad. Using a mix of video, audio, and virtual terrain, the five episodes in this series recount critical moments in the battle for Stalingrad and impart important insights on operations in dense urban terrain. Follow-on series will examine military operations in World War II, the Korean War, and Operation Iraqi Freedom, as well as other conflicts.

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IMPROVING Language Training One Syllable at a Time

BY DR. TAMAS MARIUS

THE DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER (DLIFLC) TOGETHER WITH MIT LINCOLN LAB (MIT-LL) HAS MODIFIED EXISTING AUTOMATIC SPEECH RECOGNITION (ASR) SYSTEMS TO FOCUS ON, DETECT, AND EVALUATE EACH SOUND IN A RECORDED WORD OR PHRASE IN SELECTED LANGUAGES.

So if you need help pronouncing your words, especially for foreign languages, NetProF can help. The system – called Networked Pronunciation Feedback (NetProF) – has been in existence for over 8 years and includes more than 15 languages.

NetProF student use has grown steadily since the system was introduced in 2010 and reached 193,000 recordings in 2017. DLIFLC's NetProF System has proven to be very helpful for students. Studies on pronunciation have focused on various aspects of the most helpful ways to improve pronunciation. Accord-

ing to Kenworthy (1987) some of the principles that promote success include the following:

- learners should be exposed to varia-

NETPROF

tions of native models

- learners should produce large quantities of input
- learners should receive important feedback
- learners should feel comfortable with the learning environment

– all of which are represented by NetProF.

HISTORY OF NETPROF

DLIFLC has been involved with several DOD entities to support the development of machine translation and speech recognition efforts for foreign languages. DLIFLC's interest in a two-way speech translation system was never a goal, but the idea for a modified version of ASR system came up to focus on getting feedback on pronunciation. Thus NetProF was born to help students improve their pronunciation and assist in the learning of speaking foreign languages.

NETPROF DEVELOPMENT

The content of NetProF for each language involved is based on the glossary of the basic course taught at the Institute. The number of entries vary between 4,000 and 10,000 depending on the curriculum setup for each language.

A line of entry consists of the English meaning of the word or phrase, or a short

NETPROF continued on page 7

sentence, then the target language entry and a context sentence using the same entry with an English translation.

To establish the ASR system, ideally a minimum of 40 native speakers need to record about 3,500 to 4,000 entries each. These recordings are used to train the system in establishing a baseline range for each sound in that particular language. The bigger and more varied the sample, the more comprehensive and accurate the system. Languages that have many dialects need a wide range of representation; thus the range of acceptance would be reflected accordingly. As new SMEs who speak these languages join the Institute, updated recordings may occur to make the system more inclusive, representing a wider range of acceptable varieties.

NETPROF

The very first language to be incorporated into NetProF was Modern Standard Arabic (MSA). The basic course material has a glossary of approximately 6,500 entries, mostly words and phrases. Students traditionally have been using many different approaches to familiarize themselves with vocabulary. NetProF provided a new approach where students would not just use a program that would present them with a set of vocabulary to hear and record their voice and compare their pronunciation to that of a native speaker through playing back the audio for both, but a new dimension was added in terms of feedback on the pronunciation of these words down to each sound.

English was added soon after MSA and then the following languages followed: Dari, Pashto, Farsi, Urdu, Chinese Mandarin, Korean, Russian, Spanish, French, Portuguese, German, and Tagalog. Arabic dialects are under development as well that include Iraqi, Egyptian, Sudanese, and Levantine. Other languages in preparation include Serbian and Turkish.

As students started to use NetProF, many suggestions were collected and eventu-

ally implemented in the program to make NetProF as user friendly as possible. The latest addition of new features includes a 'Progress' tab where users can see their overall success through all their recordings. The 'Progress' page lists the most problematic sounds students have encountered and shows the corresponding words where most of their problems occur. By pointing out areas of concern in their pronunciation, students can call up words on the practice page to review and work on to remedy those problematic sounds.

Through meetings with faculty and students on NetProF capabilities, many requests have come in. An app version is underway which will allow students to download NetProF onto their Android phones, not just iOS systems, which is already available to them. The phone version of NetProF allows users to get feedback on their pronunciation as well and play selected vocabulary lists and review them through listening as needed.

Usage data showed 193,000 student recordings for 2017. The system is being transferred to DLIFLC's own EDU network in the near future which will allow for a wider usage and distribution of the portable version of NetProF. Ongoing presentations to faculty and students feature the latest updates of NetProF to ensure that users benefit from these state-of-the-art developments. Through user feedback, new ideas are being investigated and added to the system. ■

Reference:

Speech recognition. Retrieved August 13, 2016, from https://en.wikipedia.org/wiki/Speech_recognition

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What's AESA?

BY CLARITA RODRIGUEZ, DDL, TADLP

It is the latest buzzword in automated assessment management—the Army Evaluation and Survey Application. Today's Soldiers and civilians find themselves in situations that are more uncertain, complex, and competitive. Their ability to survive and win America's wars is dependent on the ability of the training and education community to provide instructional models that are rapidly adaptable to changing mission requirements and use current and emerging technologies and devices. One such emerging technology provides the ability to develop and deliver web-based assessments through a single seamless system.

AESA is a component of the Distributed Learning Systems (DLS) Acquisition Category (ACAT) program. It was acquired as a result of an identified capability gap in the ability to control the process of developing, storing, managing, and administering Army web-based assessments and surveys. It is a commercial off-the-shelf (COTS) acquisition of the Questionmark OnPremise product. This assessment management system is an installable solution that enables trainers, educators, Subject Matter Experts (SMEs), and testing professionals to develop, store, manage, and administer learner tests, evaluations, and surveys from a central web-based system integrated with other training systems (DL or resident <live>) and that also provides automated item analysis.

It eliminates scoring programmer errors, automates item analysis for ISDs (Instructional Systems Designers), provides 508 accessibility, and provides the ability to take exams from mobile devices. The AESA gives trainers, instructors, and developers the ability to author assessment questions online and organize them into exams, quizzes, tests, or surveys. It also includes the capability for exam authors to

manually associate Terminal Learning Objectives (TLOs) and Enabling Learning Objectives (ELOs) to generate exam questions and save them in a data bank for shared use. Users will be able to take exams seamlessly via the ALMS for courses where content is delivered by the ALMS and in stand-alone mode for CMI training for which the learning content does not reside in the ALMS.

It provides a collaborative authoring environment for learning professionals, educators, test publishers, and Subject Matter Experts (SMEs) to create surveys, quizzes, tests, and exams. It also provides SMEs with easy, collaborative browser-based authoring, complete with version tracking and roll-back features.

The AESA's responsive design capabilities take the guesswork out of blended delivery. SMEs can author an assessment once and then deliver it via many different types of devices—from PCs and Macs to tablets and smart phones. The application will allow users to create flexible structures and layout assessments, permitting their sharing and the extraction of reusable design elements for updates while promoting the re-use of test items and analysis.

The AESA has a broad range of predefined reporting and analytics tools -- including item analysis, test analysis, survey reporting, and more -- that enable users to analyze and share results with stakeholders. Its reporting and analytics help learning and training professionals ascertain:

- If items and assessments are reliable and defensible.
- What participants learned from the training or course.
- Appropriate coaching strategies for improving test takers' performance.
- How individual groups of test takers compare to others.
- Participants' thoughts on the learning experience.

IN-HOUSE DEVELOPMENT

Built on a Foundation of Skill, Commitment and Trust

IN-HOUSE DEVELOPMENT OF DISTRIBUTED LEARNING PRODUCTS FOSTERS AN ENVIRONMENT OF INNOVATION THAT EMPOWERS INDIVIDUALS TO EXERCISE CREATIVITY AND INCITES PERSONAL INVESTMENT IN THE PRODUCT AND THE ORGANIZATION.

BY LINDA BULLOCK, US ARMY AVIATION COE

Developing DL products in house creates value for the organization, and gives the organization flexibility in being able to accommodate its mission, especially short-fuse training development and delivery requirements from leadership — just in time or at the point of need.

In-house development of IMI also allows proponent organizations to generate training products that may not necessitate high levels of interaction, but products that are still effective and efficient in presenting the needed training objectives and topical knowledge content to the Soldier.

Throughout the design and development process, team members can develop a sense of pride and accomplishment, forging an even stronger team bond. Investing in the hands-on development skill and knowledge of instructional systems specialists, training developers and technicians, as well as other members of the development teams, enhances the team's skillsets and improves teamwork, while also potentially easing the burden of other indispensable resources such as time and money.

Many schoolhouse team members possess practical instructional design skills—rooted in technology and other instructional-related disciplines and experiences. As leaders and practitioners, we must encourage the

active use of these skills to preclude any skill atrophy resulting from lack of use.

Army University's Directorate of Distributed Learning—The Army Distributed Learning Program—manages the enterprise-level development contract vehicle, the Army Virtual Learning Environment (AVLE), which can help our school houses produce higher level and more sophisticated and interac-

tive IMI and content in highly immersive environments. At the local in-house development team levels, we can really supplement the overall content development effort by utilizing many of the development toolkit components, such as ECDC, Unity 3D games, NGRAIN 3D assets, Flash®, HTML5 elements, Storyline, Adobe, Captivate, and VBS3. This list is by no means exhaustive and doesn't imply that in-house developers can only produce low-level DL products. Across TRADOC there is a depth and breadth of highly-skilled, experienced, and well-tooled developers to build and field robust training.

Leaders earn trust, build trust, and grow trust in their teams by providing opportunities to excel through project development and management, particularly as they relate to designing and developing of IMI products. Leaders who encourage, support, and inspire innovation and creativity through this endeavor cultivate an environment richer in potential. Team members also gain first-hand experience in project management and other valuable leadership skills.

Investing in the Army Civilian workforce will also improve internal capabilities. The more often a team is provided the opportunity to apply design and development skills, the more likely the team members are to improve those skills and streamline internal processes along the way. This will ultimately amplify the overall improvement and success of the organization.

Without a doubt, there is a place for contracted IMI product development, and through a proper front-end analysis, those products that are more complex can be identified and built using our AVLE contract. With the appropriate software, hardware, and training, products that require less interactivity can certainly be developed in-house. TRADOC funds, along with a focused and well-coordinated training effort, have been made available to do just that. Continued commitment, investment and leader support of in-house development pursuits at the local and enterprise levels will enable the success of our development teams across TRADOC for years to come. ■

An NCO Virtual Writing Center Making the Case

BY MARY MILLER, TRADOC ISS

Although many education centers exist to provide assistance to the Noncommissioned officer (NCO) community, a virtual writing center may be intrinsically designed to provide a more robust learning space. Virtual writing centers provide an inherent value of flexibility since it is not defined by space, time, or location. It offers an ideal learning environment where instructors and students can discuss and share writing practices anywhere written communication occurs. To fulfill this concept that supports Learning2Learn writing strategies, INCOPD proposes the idea of a virtual writing center.

The former INCOPD proposed several key points for recommending a virtual writing center to train NCOs how to write more proficiently. Virtual writing centers afford NCOs unlimited time to develop essential writing skills needed prior to attending Professional Military Education (PME), a benefit to NCOs since many noncommissioned officer academies lack the required time to fully develop these skills due to short course lengths. A virtual writing domain supports repeat-targeted-feedback that provides responses to specific mistakes or questions that integrate

critical thinking concepts, an important requirement needed to maintain academic rigor. Most importantly wall-less writing spaces, using differentiated technology, provide NCOs opportunities to learn in a non-tutorial and non-teaching space, thereby allowing them to improve their technical writing skills, which is a learning requirement NCOs need to help support operational plans and missions.

Good writing takes time and practice. Virtual writing centers offer continuous preparation through the adoption of technology that allows students and instructors to develop their technical writing skills within an unlimited access domain. It does this by establishing repositories for web-based adaptive writing tools that Soldiers can use at any point in time. For example, ed2go, one of thousands of massive open online courses (MOOCs), offers online writing classes that range from basic grammar to self-publishing. Many of these writing MOOCs are designed by some of the foremost authorities in learning development—Udacity, Khan Academy, Udemy, Coursera, and edX—in the education community. Consequently, writers experience innovative, updated training while receiving quick response times that often result from repeat-targeted-

NCO Writing continued on page 11

feedback, which is necessary for large class sizes.

Although noncommissioned officer academies (NCOAs) have done much to improve instructors' facilitation skills, virtual writing centers will enhance these skills. For example, instructors can use digital rubrics to offer virtual feedback. Using repeat-targeted-feedback concept, instructors can grade papers by highlighting cells containing hyperlinks in the digital rubrics. Instructors then send the rubrics to their respective students. Upon receipt, stu-

dents can click hyperlinks in the highlighted cells, which takes them to a webpage that offers self-paced improvement strategy tools in the form of massive open online courses. An additional advantage virtual writing centers offer is virtual assignment submissions.

Notably, as an instructional strategy, virtual writing centers offer one-to-one teaching. One-to-one teaching resonates with learners because of its pointed responses, as opposed to broad-based responses. Targeted comments allow learners to work at the point of need on their writing in a space that allows learners to engage with novice and advanced writers alike in a non-tutorial, non-teaching space. This collaborative engagement motivates active learners using social and community learning processes. This feature provides learners with an informal learning environment where learners share ideas regarding what constitutes good writing. Resultantly, these ideas can be used to analyze instructional strategies.

...enables them to increase skills they will need to support readiness, to manage tasks associated with mission command, unit operations — NCOERs, counseling—and to fulfill their role as the backbone of the Army.

Virtual writing centers offer NCO academy staff and leaders the ability to capture data resulting from group collaboration. Specifically, they allow site administrators to study what learners view as good writing or study how learners may or may not benefit from using tools in the virtual learning space. Another way to analyze this data is to study relationships between learners, instructors, and virtual writing resources. For example, virtual website designers could pose an open ended questions such as “where do you go for

assistance when writing a paper?” Learners' responses to this open-ended question are unlimited. Studying this one question using social network analysis allows non-commissioned officer academies to study

how learners view the efficacy of instructional strategies offered on the virtual writing website.

A virtual writing center offers several benefits to NCOs and noncommissioned officer academies. Virtual writing spaces offer social learning environments where Soldiers can use technology to self-develop their writing skills using self-paced tutoring. Concomitantly, Army University can use virtual writing centers to help foster academic rigor in noncommissioned officer academies. Most importantly, a virtual writing center offers Soldiers unlimited access and reach back to technology on the website, which enables them to increase skills they will need to support readiness, to manage tasks associated with mission command, unit operations —NCOERs, counseling—and to fulfill their role as the backbone of the Army. ■

Tying IMI Development and Implementation to the TDC Lesson Plan Entry Process

BY PAUL W. DONNELL
CYBER CENTER OF EXCELLENCE

Imagine you are a training developer for the 25S Satellite Communications Systems Operator-Maintainers Course (or any other TRADOC-approved course). You would like to make the course more interactive, modern, and move to a more student-centered training approach because you just read the US Army Training and Doctrine Command (TRADOC) Pamphlet (TP) 525-8-2, *The U. S. Army Learning Concept for Training and Education 2020-2040*. To accomplish your goal, you decide to add an Interactive Multimedia Instruction (IMI) product to some of the lesson plans for the course as a training enabler. The IMI will help Soldiers learn to operate a recently updated satellite communications terminal within a classroom setting in a fun and highly interactive way. Where do you start? How do you update the Training Development Capability (TDC) database for the lesson plans affected by this new IMI?

Help has arrived! We have developed a job aid here at the Cyber Center of Excellence (CCoE) that will assist training developers with modernizing lesson plans in TDC with relevant IMI. The job aid, called the *IMI Production and TDC Entry Process Checklist*, helps Training, Capability, and Doctrine Warfighting Developer Career Program (CP)-32 professionals incorporate the use of IMI in TDC lesson plans. In order to understand the importance and relevance of the job aid, we will cover the specifics of the product's content and how Army training professionals may benefit from using this tool. Let's begin with an overview of the job aid's content.

The IMI Production and TDC Entry Process Checklist job aid contains three areas. The first area discusses what IMI is and why schools should use IMI. This area also covers

why training professionals should add IMI to their TDC lesson plans and explains away the perceived roadblocks to requesting and using IMI. The second area of the job aid discusses the IMI development request process we use at the CCoE. The process is based on TRADOC directives, the new Army Virtual Learning Environment contract vehicle, and The Army Distributed Learning Program guidance. The final area demonstrates how to add new IMI to an existing TDC lesson plan, update the Learning Step Activity instructional strategy information, and verify the IMI is properly linked. The job aid includes TDC input screen shots, graphics, and simple text bullets to help training developers navigate the TDC update process.

The ultimate purpose of the job aid is to help Army training professionals

modernize Army education and training IAW the TRADOC Commander's current guidance. To emphasize this statement, let's look at some of TRADOC's latest training development directives. TRADOC Pamphlet 525-8-2 states: "The... Army will continue to support readiness with a blend of resident and distributed learning." TRADOC Regulation 350-70, Army Learning Policy and Systems, states: Schools will develop learning products that minimize lectures and leverage blended learning..." Written guidance goes even further in TR 350-70. "[Lesson Plans]...include the required resources to complete the learning and the training aids to achieve course outcomes." This direction means when a person downloads a lesson plan from TDC that the IMI should also be downloadable from TDC as part of that lesson plan.

"The... Army will continue to support readiness with a blend of resident and distributed learning."

TRADOC Pamphlet 525-8-2

TDC continued on page 13

However, it's been my experience that many training professionals have wanted to correctly incorporate IMI in their lesson plans and update TDC, but lacked the time to research the methodology. While there are many tools available, like the ones found in the TDC Electronic Performance Support System, it can be daunting to find the right processes.

This is where this simple job aid comes in. Training professionals utilizing this tool can easily meet the TRADOC Commander's intent by ensuring IMI is used to support classroom instruction whenever and wherever feasible and appropriate.

Let's wrap this up. If the training professional mentioned at the beginning of this article had looked in the Training and Education Developer (TED) Toolbox for assistance, he/she would have found it! The IMI *Production and TDC Entry Process Checklist* is now available via the TED Toolbox on the ATN.Army.mil website. This job aid is a complete package, and we hope everyone in our training development community will search the TED Toolbox and download it for themselves. ■

Happy Lesson Plan Modernizing!

Important Updates and Reminders for TADLP Contract Requirements

Directorate for Distributed Learning (DDL) recently developed TASK ORDER IN181632 which HQ TRADOC released on 14 June 2018.

The TASKORD included the AVLE contract PWS template to assist customers in writing their contract requirements. The TASK ORDER requested that customers submit their FY 19 AVLE contract requirements/PWS by 16 July via the revised website located at the following url: <https://www.atsc.army.mil/auth/authenticated/registration/>.

DDL has revised the website so that it aligns with revised policy/guidance. Please note the following suspense dates included on the website:

- ⇒ For period of performance (POP) beginning in Oct/Nov/Dec 2018, you will need to submit the approved RCA Form to DDL COR by 15 Aug 2018.
- ⇒ For POP beginning in Jan/Feb/Mar 2019, you will need to submit the approved RCA Form to DDL COR by 15 Nov 2018.
- ⇒ For POP beginning in Apr/May/Jun 2019, you will need to submit the approved RCA Form to DDL COR by 15 Feb 2019.
- ⇒ For POP beginning in Jul/Aug/Sep 2019, you will need to submit the approved RCA Form to DDL COR by 15 May 2019.
- ⇒ In addition to submitting the RCA Form, you will also need to submit a memorandum signed by your DOT/equivalent that states he/she supports the submission of the AVLE contract requirement.

POCs ARE AS FOLLOWS:

LEAD FOR WEBSITE ENTRIES:

DDL: Primary: Ms. Trientje Tippens,
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Lead for PWS development, receipt of RCA Form and DOT/equivalent memo:

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Information Vs. Learning

Has Training become all about information?

BY DR. PEGGY KENYON
DIRECTORATE OF DISTRIBUTED LEARNING, ARMY UNIVERSITY

Information is at our fingertips. There are web pages full of hypertext and hyperlinks to support a ravenous appetite for it as we click our way across the web. While this appetite developed slowly as we all tenuously ventured onto the World Wide Web, we soon discovered the power of the click. Unfortunately, this page to page, link to link methodology has crept into Army distributed learning (DL) for training and education. It too has occurred slowly but the more DL you take the more you see the evidence.

Army instructional design has become focused on serving up information. For many Army DL products the learner is asked to click text on a page to gain some

additional information about the information on the page. To add variety, that additional information may be hidden behind graphics that require the learner to click again and again to reveal the hidden nuggets.

We may even have the learner launch a video to watch still more information. This type of instructional design isn't new and the concern about its quality, likewise, isn't new. Bork (1997) observed a tendency in DL to confuse information with learning and thus it does seem to be true. The example below from a 2011 course uses a mouse-over to reveal an elaboration on each term, while the second example uses a click.

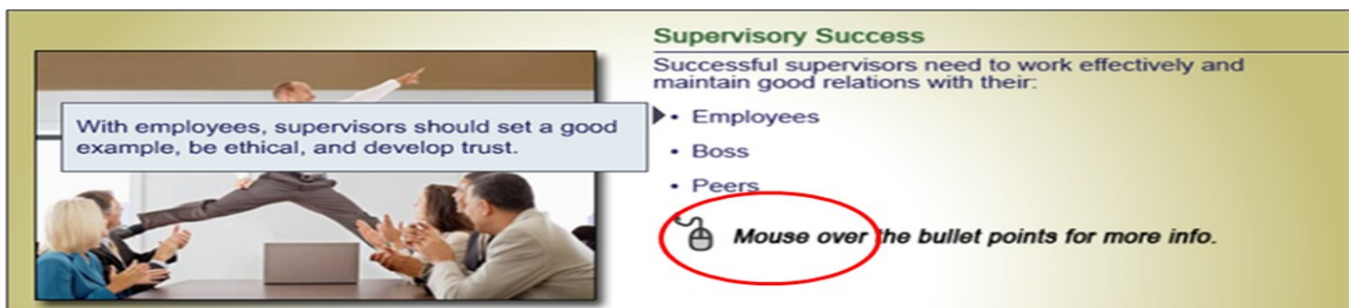


Figure 1 — Mouse over to reveal additional information.

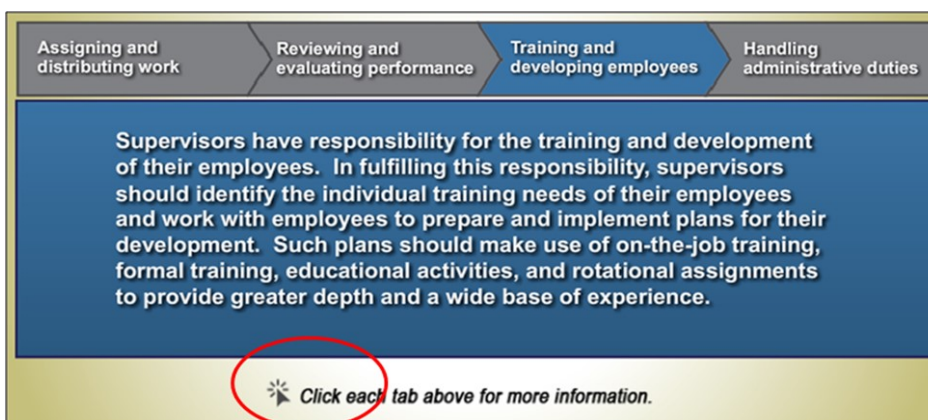


Figure 2 — A click reveals additional information.

INFO continued on Page 15

The difficulty for interactive multimedia instruction (IMI) design has always been to engage the solitary learner, a Soldier alone at the desk or kitchen table trying to stay motivated to learn. This student is alone with content being displayed on a computer screen. Courses with rigid structure, forced sequencing, and linear paths do not hold a learner's interest for very long. It is difficult to find extrinsic ways to keep the student interested and motivated to learn. So instead of stimulating curiosity, adventure, and challenges, the answer for many instructional designers seemed to be more clicking.

The guise for all this clicking is that it provides *content interactivity*; but it only really provides *activity*. Plowman (1996) referred to this as aimlessly hitting keys at random or *gratuitous interactivity*. Many of our DL products offer the learner a page full of clicks, rollovers, and menu selections but do they support learning? I believe the answer is no.

I recall one example of this clicking frenzy from a course that used a graphic that replicated the 14 steps in a process, a staircase. I had to click on each step in sequence and complete all 14 before I could advance to the next page. Each step had information nuggets I had to click to reveal. I had to click a small x in the corner of the dialog box to close the item. In all there were 28 clicks before I could hit the all important one to advance to the next page. I have to admit there was more frustration than learning taking place that day as I can't recall the process steps but I can recall that frustration. The argument simply has to be made that if the intent is to present information on a page, why make the student click to open it?

So how do we change our DL IMI designs to focus more on learning and

less on clicking? To do this, we really need to refer back to Instructional Design 101. Remember, the purpose behind the use of multimedia is the premise that learners can better understand information when it is presented in pictures rather than just words. Multimedia *learning* occurs when combining both words and pictures (Mayer, 2007). Figure 3 is a small example:

Figure 3 - Illustration of words & pictures



The word alone provides some information but lacks context and emotion. Stop what? How fast? The stop sign provides context, stop the vehicle, now. The raised hand is used to convey both and the contexts become neutral, stop the vehicle, stop and listen, stop movement. Now take this to the logical next step. If a representation of the word *stop* using a traditional representation, i.e., a picture conveys more than the word itself, how can we use multimedia to help a student learn more than information. The use of hypertext and hypermedia in the early 1990s was an attempt to move from linear presentation of content to non-linear, associative linking of paths (Vernon, 1993). The *clicking* in this case did more than reveal information; it allowed the learner to branch to deeper learning material to motivate and engage.

Instead of clicking for more information, the goal of hypermedia should be to teach concepts, or perhaps dynamic systems and keep the learner interested and challenged. **End of Lesson #1. ■**

SHARE WHAT YOU DO!

Consider sharing your DL development projects with the TADLP community of practice through the TADLP website.

The Content Showcase is where DDL, TADLP highlights innovative DL products developed in partnership with Army proponents and courseware developers.

Send any inquiries about showcasing your projects to the DDL, TADLP email: usar-my.jble.tradoc.mbx.atssc-tcm-tadlp@mail.mil.

You may also call 757-878-4516 or 757-878-6381 for more information.



DL STAR ARTICLE SUBMISSION

The DL Star is always looking for timely and relevant articles to share with the TRADOC and TADLP communities of practice. The deadline for the summer DL Star is **31 AUGUST 2018. Please consider sharing your experiences and expertise with your colleagues throughout the Army. Here are some simple steps to help guide you in the submission process:**

- **Use “active” voice (p.6) AR 25-50**
- **Be brief; limit to 800 words**
- **Proofread submissions**
- **Include copyright permissions, when appropriate**
- **Submit articles to: usar-my.jble.tradoc.mbx.atssc-tcm-tadlp@mail.mil; or call 757-878-6381 for more information.**

